



## **12th UKFIET International Conference on Education and Development**

### **INEE - IIEP Symposium Triple session**

**Title of Symposium: Rebuilding resilience in a changing world: Conflict and crisis sensitive approaches to planning and programming for education systems**

**Rationale:** Mainstreaming conflict and disaster risk reduction measures into education policy, planning and implementation remains limited and is often addressed on an ad hoc basis. It is therefore crucial to identify the challenges as well as to learn from countries which have effectively integrated risk reduction measures into their education systems. In this symposium, senior policy makers from ministries of education will first explore good practices and remaining challenges to integrating crisis-sensitivity and disaster risk reduction into their education systems. This will be followed by presentations from development partners to share each agency's experience in developing frameworks and tools to support crisis-sensitive planning and implementation.

The Inter-agency Network for Education in Emergencies (INEE), through its Working Group on Education and Fragility, has brought together leaders in the field resulting in research, the creation of tools and information dissemination. The UNESCO-International Institute for Educational Planning (IIEP) has gained considerable expertise over the past eleven years as a leading institute in educational research and practice to support ministries of education in crisis affected countries.

Therefore in this three-part joint INEE-IIEP symposium, senior policy makers together with development partners will discuss how crisis-sensitive planning can be effectively integrated into education systems. Session 1 focuses on policies and programming from South Sudan, Haiti and Palestine, Session 2 highlights current work from DFID, IIEP and INEE and UNICEF, and Session 3 brings the two panels together for deeper reflection and discussion through a guided debate.

## **Session 1: Chair Suzanne Grant Lewis, Deputy Director, IIEP-UNESCO**

Now more than ever, natural and man-made disasters and conflicts are creating devastating impacts on the economic and social development of countries. The estimated cost of disaster damage worldwide for the last 10 years was approximately one trillion US\$, and in 2011, 245 million people were affected by disasters. Over 40% of the world's out-of-school children live in conflict-affected countries and an estimated 175 million children per year are likely to be affected by natural disasters in the next decade. Preparing and planning for conflict and disaster risk reduction in education saves lives and money. For every dollar spent in risk reduction efforts at least \$7 can be saved.

The critical role of education in either mitigating or exacerbating conflicts, particularly in contexts affected by violence and fragility, is increasingly recognized among Ministries of Education and international community. Ministries of Education are seeking support to systematically integrate conflict and disaster risk reduction measures into their national education sector planning processes. This session will explore how different ministries affected by conflict or fragility have tried to plan for the crises affecting their country.

**Title: South Sudan – delivering the peace dividend**

**Name: Deng Deng Hoc Yai, Undersecretary, Ministry of General Education and Instruction, South Sudan**

**Abstract:** South Sudan is one of the few countries that has included conflict and disaster risk reduction in its national education sector plan. How does the political will for conflict mitigation that South Sudan has demonstrated with its first national education plan, translate into reality on the ground? This presentation will review the South Sudan General Education Sector Plan 2012-2017 in terms of the components related to conflict and disaster risk reduction and how the measures outlined in the plan will be introduced.

**Title: Against all odds: Long term educational planning in Palestine**

**Name: Sami Aburoza, Education Advisor, Ministry of Education, Palestine**

**Abstract:** Palestine has suffered uncertain financial resources as a function of geopolitical

considerations, which has greatly affected the ability of planning in such an uncertain environment. This presentation will investigate how being able to plan more effectively in Palestine has required greater predictability through a new joint financing modality. This has implied a shift from external accountability to internal accountability as the basis for genuine institution building.

**Title: Haiti - overcoming contradictions**

**Name: Vanneur Pierre, Minister of Education, Haiti**

**Abstract:** Haiti is a country of contradictions: having been one of the first countries to gain its liberation from oppression, it is at present the poorest in the western hemisphere; struggling with a weak education system, it can nonetheless count on the enthusiasm of a strong private sector; very much in need of support, it fails at times to translate the support it receives into genuine progress. Haiti's education leaders are very much aware of the fragility of the education system and of the many threats (environmental and otherwise) that the system faces. This contribution will discuss how Haiti's Ministry of Education plans for the future through building resilience.

## **Session 2: Chair Lori Heninger, Director INEE**

A growing sense of urgency in responding to the unmet needs of people affected by conflicts and disasters have led international agencies to support the initiatives of ministries of education to mitigate risks of conflict and disasters. There is a growing recognition that education policy and programming focusing only on technical solutions is not sufficient to address the challenges of conflict-affected and fragile contexts. Therefore many international agencies have supported ministries in a number of ways to strengthen their capacity to prepare, plan and respond to crises, including through the provision of a range of tools and frameworks. The provision of effective and equitable conflict-sensitive education in these contexts is essential to ensure that education plays a positive role in state and peace building.

This session will provide an overview of the importance of conflict-sensitive education to ensure that children, youth and adults around the world have access to quality, safe and relevant learning opportunities. It will also address the challenges that conflict-affected and fragile contexts face and the need to plan, program, manage and assess education interventions using a conflict sensitive lens.

It will build on the previous session and the presentations from ministries of education. It will look

at practical ways in which existing tools and frameworks can support ministries to deliver conflict and crisis sensitive education and actively support peacebuilding processes.

**Panelists:**

**Title: The role of scenario planning to build resilience in Afghanistan and Pakistan**

**Name: Deirdre Watson, Senior Education Advisor, Afghanistan and Pakistan, DFID**

**Abstract:** DFID have been supporting the Ministries of education in Afghanistan and Pakistan in a number of ways to strengthen the capacity of the Government and non-government organisations to deliver basic education, in particular to girls and young women. The approach DFID takes is one that recognises the risks and vulnerabilities of the education system to potential conflict or fragility. This presentation will focus on Afghanistan's post-2014 transition planning, and some of the mechanisms which the Government and DFID use to in order to strengthen the resilience of the education system, and to mitigate the risks. This includes 'scenario planning' which enables DFID country offices to design programmes, aid modalities, and interventions that can continue to deliver for children regardless of whether levels of conflict or fragility rise or fall.

**Title: Addressing root causes of conflict through the Peacebuilding, Education and Advocacy Programme**

**Name: Anna Azaryeva, Education Specialist, Peacebuilding, Education and Advocacy Programme, UNICEF New York.**

**Abstract:** In 2012, UNICEF embarked on a four-year innovative Peacebuilding, Education and Advocacy Programme. The programme is designed as a partnership between UNICEF, the Government of the Netherlands, the national governments of participating countries and other key partners.

Through this programme, UNICEF's approach to education and peacebuilding is informed by a comprehensive conflict analysis, located within broader cross-sectoral and peacebuilding processes and with a focus on the education sector. The first and crucial programme step, the analysis process is a study of the profile, root causes, actors and dynamics contributing to violent conflict and/or peace in a particular context that provides an opportunity to prioritise interventions and plan strategically with findings informing programming at all levels – school, community, education sector and national level.

The presentation will discuss conflict analysis tools and approaches as well as programme design process that aims to ensure conflict sensitivity of education interventions as well as their contribution to the peacebuilding goals. The presentation will also address challenges and opportunities identified as a part of analysis, planning and initial implementation in several

countries participating in the programme.

**Title: IIEP's experience in crisis sensitive planning**

**Name: Lyndsay Bird, Programme Specialist, IIEP-UNESCO**

**Abstract:** IIEP strongly believes that conflict mitigation and peace building – as well as sustainable development – cannot be realized within and between countries without inclusion and equity. Educational planning is the place to start. This presentation will look at the process of crisis-sensitive planning and highlight the approaches developed to support the analytic, monitoring and financing processes undertaken when including conflict and disaster risk reduction measures in education sector plans. Some of IIEP's tools and approaches will be presented as examples of how crisis-sensitive planning is undertaken in different contexts.

**Title: Conflict sensitive approaches to education in fragile and conflict-affected environments**

**Name: Naoko Arakwa, Coordinator, INEE Working Group on Education and Fragility**

**Abstract:** Countries affected by conflicts are the farthest from reaching Education for All and Millennium Development Goals, and collaborative action is required in order to reverse this trend. In order to fill the existing gap of clear frameworks and tools to support conflict-sensitive education planning and programming, INEE recently launched the Conflict Sensitive Education Pack. The Pack is an effort to develop a common framework to ensure quality, equitable, safe, relevant and inclusive education in conflict affected and fragile contexts. It offers the frameworks and strategies necessary to support the integration of conflict sensitivity in education policies and programmes at all levels. The presentation will introduce the Pack for further promotion and adaptation with partners.

**Session 3: Chair: Mario Novelli, Professor of the Political Economy of Education, University of Sussex**

Audiences from the previous two sessions (along with INEE members) will be requested to pose questions in advance to the ministers of education and high level panel members. This structured and guided debate will also ask panelists to reflect specifically on questions relating to policy, planning and implementation in situations of conflict and crisis. For example: "Even in crisis situations, many countries preparing their education sector plans fail to integrate conflict or disaster risk reduction measures in their planning process, and often only include tokenistic reference to risk factors affecting education. Why do you think this is the case? What would it take for ministries and development partners to automatically include these issues in their planning and its implementation processes? What tools and approaches have you used, or do

you think should be used to prepare and plan better for conflicts and disasters?”

1. Deng Deng Hoc Yai, Undersecretary, Ministry of General Education and Instruction, South Sudan
2. Sami Aburoza, Education Advisor, Ministry of Education, Palestine
3. Jean Pierre Vanneur, Minister of Education, Haiti
4. Deirdre Watson, Senior Education Adviser, Afghanistan and Pakistan, DFID
5. Lori Heninger, Director, INEE
6. Suzanne Grant Lewis, Deputy Director, IIEP-UNESCO